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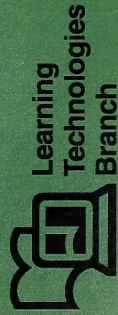
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Unit Three Thematic



Module 1A:

Changes



Learning
Technologies
Branch

Alberta
EDUCATION

Audio Disc

Contents

This audio CD contains oral presentations of a variety of selections. They are designed as listening activities for the student and are interspersed throughout the modules.

Track 1: *Pettranella*

Track 2: *An Interview*

Track 3: *The Catfish Palace*

Track 4: *The Name of the Tree*


Track 5: *Jonathan Cleaned Up –
Then He Heard a Sound*

Track 6: *Meet the Dirt Detectives!*

Track 7: *How Sharp Are Your Ears?*

Track 8: *An African Recipe*





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<https://archive.org/details/gradethreethemat01albe>

Multimedia Disc

Contents

- Salmon Life Cycle
- Salmon Challenge
- “Hide and Sneak”
Inuit Pronunciations
- Oceans of the World
- Why Rabbit Turns White
- Photo Gallery
- MER Rovers
- Exploring Mars



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Grade Three **Thematic**



Module 1A:

Changes

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Grade Three Thematic
Module 1A: Changes
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2725-2

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Welcome!

Grade Three Thematic Module 1A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Help your student read the titles of each module. Explain that each module has two Student Module Booklets, for example Module 1A and 1B. Each module will take about a month to complete.

Things to Remember

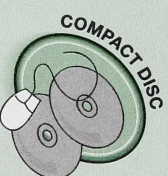
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



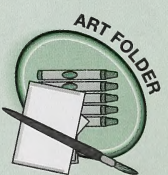
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



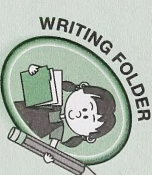
Take out your Collections book.



Go to Grade Three Mathematics.



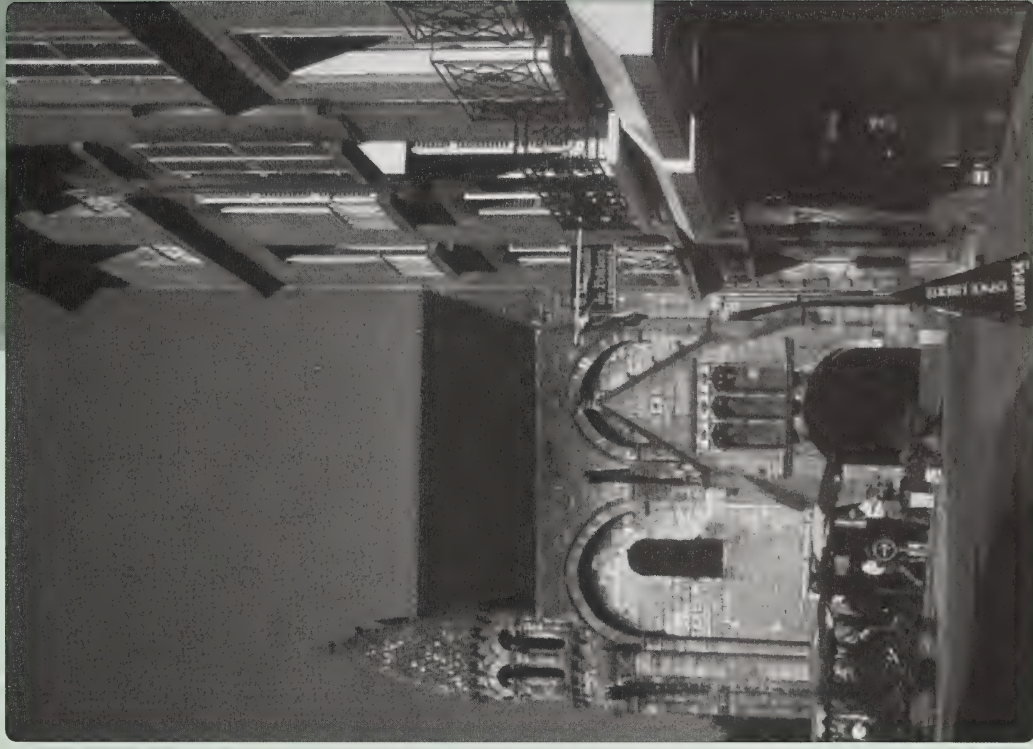
Do a physical activity.



Put your work in the Writing Folder.

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Looking at the Course

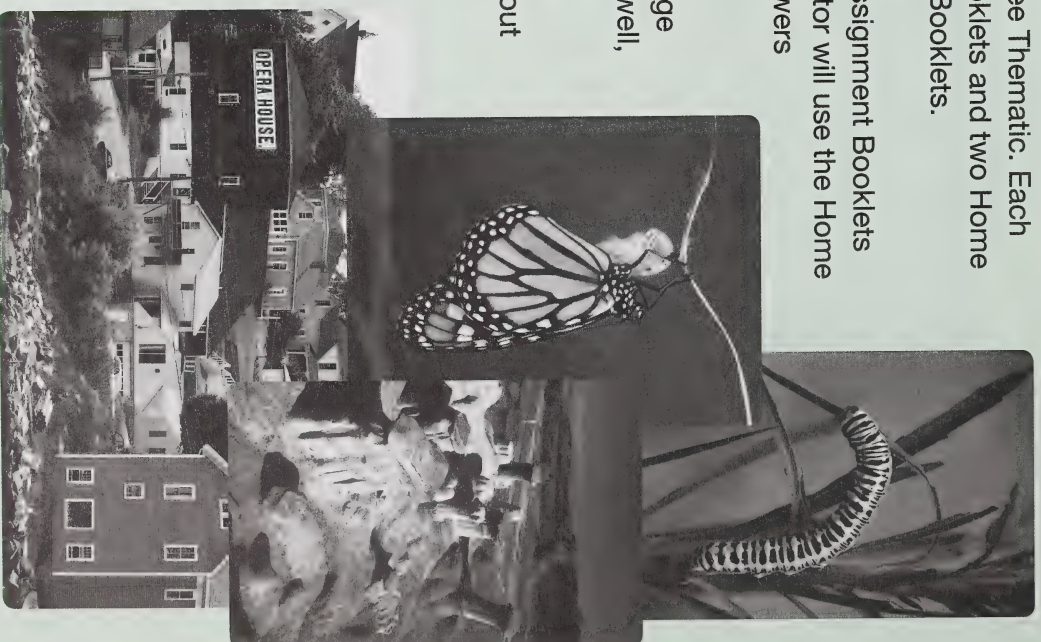
There are nine modules in Grade Three Thematic. Each module has two Student Module Booklets and two Home Instructor's Guides and Assignment Booklets.

The Student Module Booklets and Assignment Booklets are for you to use. Your home instructor will use the Home Instructor's Guide to check your answers and to help you with your work.

Grade Three Thematic covers language arts, social studies, and science. As well, there are art, music, technology and information, health and life skills, and physical education activities throughout the modules.

You will learn many exciting new things. Here are some of the things you will learn about in grade three:

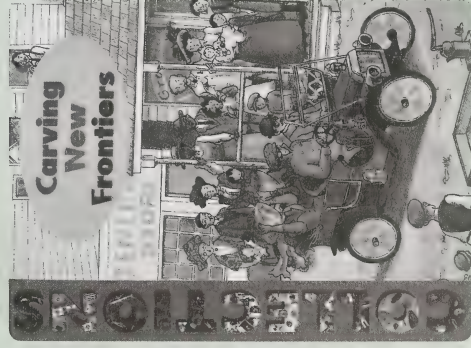
- communities
- life cycles
- rocks and minerals
- health and safety
- reading chapter books
- handwriting



Course Components

This course comes with the following components:

- 18 Student Module Booklets
- 18 Home Instructor's Guides and Assignment Booklets
- *Modern Curriculum Press Phonics: Level C*
- *Collections: Beneath the Surface*
- *Collections: Carving New Frontiers*
- *Collections: Spreading My Wings*
- *Collections: Super Senses!*
- *Collections: Tales — Princesses, Peas, and Enchanted Trees*
- *Hide and Sneak*
- *Grade Three Thematic Audio CD*
- *Grade Three Thematic Multimedia CD*



It is suggested that a plastic tote be used as the Course Container. If a plastic tote is not available, a sturdy cardboard box, such as a large shoebox, may be used.

The Gage Canadian Junior Dictionary, published by Gage Educational Publishing Company, and *Beginners Classroom Atlas of Canada and the World*, published by Rand McNally Canada Inc., are recommended. These are both available from the Learning Resources Centre of Alberta Education.

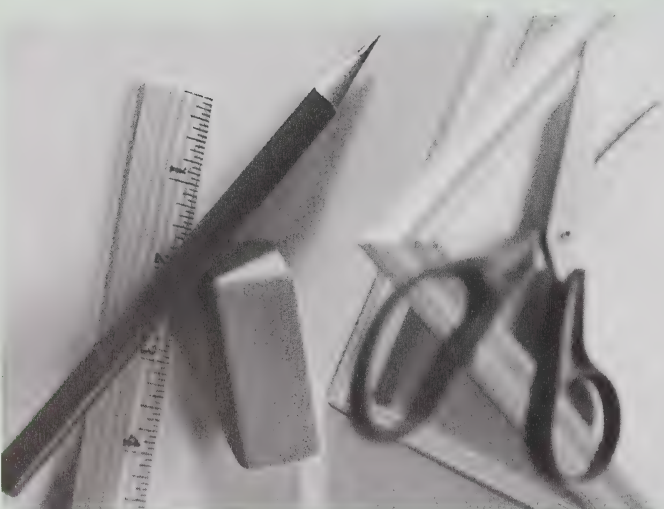
Other Course Materials

You will need other books and materials to help you learn.

Find a container to store the things you use every day. This box will be called your Course Container.

You will need

- junior atlas of Canada and the world
- junior dictionary
- CD player
- tape recorder or computer with recording capability
- pencils and erasers
- a variety of lined and unlined paper
- poster paper and construction paper
- white craft glue and paper glue
- scissors
- transparent tape
- felt markers, crayons, or pencil crayons
- watercolour set, tempera paint, and various brushes



You may want to check the following website from time to time. It is a place where you can find help with projects, homework, review, or study.

<http://www.LearnAlberta.ca>

When you go to this site, you will find it is organized by grade level and subject. Use the search engine to quickly find what you are looking for. If you find a password is required, contact your teacher or school to get one. No fee is required.

How Your Work Will Be Assessed

Your home instructor will help you check your work in the Student Module Booklet in the first part of the course. Beginning in Module 6, you will check your own work in the Student Module Booklet.

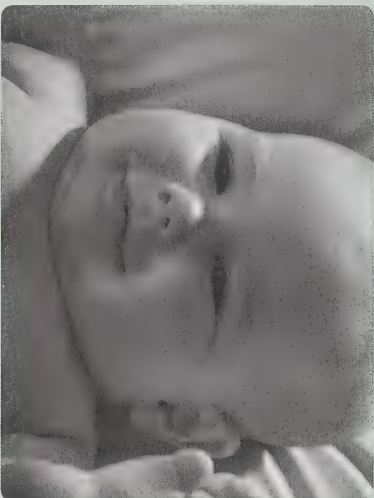
At the end of certain lessons, you will turn to your Assignment Booklet to complete work to send to your teacher. You will complete a Student Learning Log at the end of each Assignment Booklet to review what you have learned.

When you complete all of the assignments in each Assignment Booklet, check the Items to Submit list with your home instructor to include any other required work to send to your teacher. Be sure to check with your teacher if this is all the work you need to complete. Some teachers like to include other assignments.



Module Overview

How have you changed since you were born? Since you started school? In this module you will investigate many types of changes. You will examine changes in yourself, families, and communities.



Meet Abigail and Kadeen, who are also in grade three. They enjoy tracking down and examining everything to learn the facts. They're excellent investigators and will be studying along with you. You will begin by reviewing some things you learned in grade two. Then you will start learning new things.



I remember how to

- find and use a table of contents
- spell many words
- read stories
- find information in books
- record information



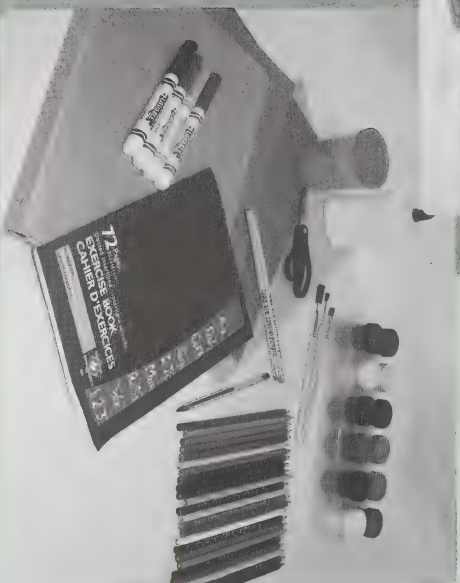
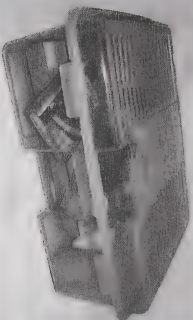
I want to further investigate how to

- separate past, present, long ago, before, and after
- tell what causes changes in families and communities
- use different sources of information to answer questions
- read maps better

What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 1A, you will need

- Module 1A Student Module Booklet
- Module 1A Assignment Booklet
- folder or pocket folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- globe (optional)
- *Collections: Spread My Wings and Collections: Carving New Frontiers*
- two small button magnets or bar magnets
- spring-type clothespin
- wide masking tape or cloth tape
- watercolour paint
- *Grade Three Thematic Audio CD*



Day 1

Beginning a New School Year

Welcome to the first day of grade three! What changes do you think this new school year will bring?

Today you will read a poem about starting school. You will also think about some of your goals for this year.

Are you ready to start an exciting year?



organize: arrange things in a system to get ready to do what is required

goal: something you are aiming for or working towards

Discuss good work habits and organizational strategies with your student. Explain how returning learning materials to the Course Container can help the student keep his or her workspace organized. Discuss where the student will work, the day's schedule for breaks, and other rules that you would like the student to follow.

Getting Started

The first step in beginning a school year is to **organize** your new books and supplies. How will you set up and organize your workspace? Discuss your ideas with your home instructor.

You will spend the first part of the morning getting some new folders ready and looking at your new books.

Can you think of some other ways that you can get a good start this year? What would you like to learn? What **goals** would you like to set for yourself? Think about each of these questions. Later on today you will have a chance to write about some of your ideas.

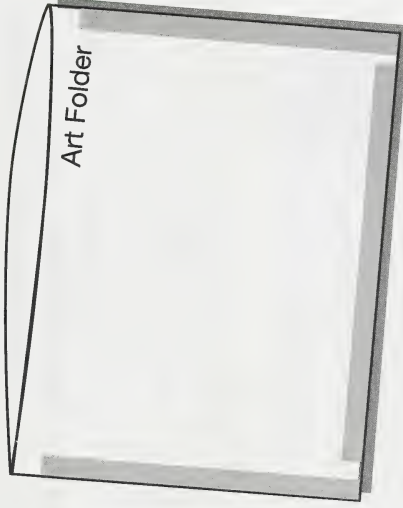


One of my goals is to improve my handwriting this year.

Follow the directions below to make an Art Folder and a Writing Folder.

Art Folder

- Use two pieces of cardboard or poster board placed back to back.
- Fold wide masking tape or cloth tape around the bottom of the folder so that the sticky part of the tape attaches to each side of the cardboard.
- Do the same with the two short sides.
- Write Art Folder on the front and decorate the folder as you like.



The poster board or cardboard should be at least 30 cm wide and 45 cm high so poster-sized paper can be placed inside. Packing tape, duct tape, or wide masking tape could be used to join the sides.

You may need to show the student how to wrap the tape around the outside edge of the cardboard so that some of the adhesive part of the tape sticks to each side of the folder.

Writing Folder

- Use a file folder or pocket folder.
- Print Writing Folder on the front.
- Decorate the folder as you like.

Keep your Art Folder and Writing Folder close to your work area.



If you do not have a file folder or pocket folder, fold a piece of 30 cm \times 45 cm poster board or heavy paper in half so that a regular 21.5 cm \times 28 cm page will fit inside. The sides may be stapled if you wish.

Spend time with the student previewing the books by looking at the titles, tables of contents, and pictures. Discuss how the dictionary and atlas are organized.

Discuss the meaning of this title. See the Home Instructor's Guide for discussion information.

Spreading My Wings

Gather all of your books including the *Collections* books, phonics book, atlas, and dictionary. Spend some time looking through them.

In this module you will read some selections from the book called *Spreading My Wings*.



Take out *Spreading My Wings*.

1. Write the title of this book.

2. What do you think spreading my wings means?

Look at the picture on the cover of the book.

3. What kind of group do these children belong to?

4. Why might they be getting their picture taken?

Has something like this ever happened to you? Tell your home instructor.

Have you ever spread your wings? Tell your home instructor about a time you tried something new.



Discuss the cover with the student.

If necessary, remind your student about a time he or she was photographed after a special accomplishment.

Discuss the fact that the student will learn lots of new things in grade three.

5. How do you feel when you learn to do something new? Circle the words that show how you feel.

proud unhappy pleased

Looking at the Table of Contents

Turn the page and look at the Contents page. This is called the table of contents. It tells you the titles of the stories. It also tells you the page number for the beginning of each story.

Contents



40	4
45	10
50	12
55	17
56	23
61	29
64	33

40 Morning on the Lake

short story by Jan Bourdon Wilkerson

45 No Pretending and Winter Walk

poem by Robert Fromm

50 Seeing Through the Camera's Eye

photos and commentary by Robert Fromm

55 The Case of... the Missing Skateboard

short story by Jennie Leona Martin

56 The Best Thing I Never Saw

short story by Barbara E. Stahl

61 Signs with Our Eyes

report by Kate Tomlin

64 Louis Braille's Invention

story by Kathy Hefner

68 Speaking with Signs

report by Lynn Bryan

72 Too Much Noise

television script by Crystal Ketchick



40	40
45	45
50	50
55	55
56	56
61	61
64	64
68	68
72	72

40 Silent Lotus

picture book story by Jennie M. Lee

45 Dava's Talent

short story by Lee Eber

50 "Sounds" Like Fun

article by Barbara Shapiro

55 The Sweet Song

poem by Pauline Moon

56 Sounds Everywhere

report by Carmen Fong

61 Crabs for Dinner

picture book story by Adele Bode

64 "Round the World Recipes"

recipes by Madeline Jeffery

68 Touch It, Taste It

experiments by Corbin Fenners

72 Chimes and Tingles

poems

72 What a Feeling!

photo story by Keenan Day

72 Touch

personal narrative by Kate Tomlin

72 The Skunk

story by Lisa Cook



Sections with this symbol are available on audio.
This symbol indicates student writing.
Cursive selections are marked with this symbol.

6. What do you think the symbols on the left side of the titles stand for? Use the **legend** at the bottom of the second page to find out.

The headphones mean that _____.

The pencil and mouse mean that _____.

The maple leaf means that _____.

After the title, the smaller print tells you the type of selection and the author.

7. How many poems are in this book? _____



legend: in reference to a map or chart, pictures or symbols that stand for certain information

Explain to the student that there is a legend at the bottom of the second contents page to explain the symbols.

September Yearnings

8. Turn to page 4 in your reader. Is this a poem or a story?

poem story

9. How can you tell?

See the Home Instructor's Guide for guidance.

yearning: to feel a strong longing or wanting

Read the title of the poem to your student. Ask what *yearning* means. If your student is not sure, model how to look the word up in a dictionary, and read the definition together. Put the definition in words that the student can understand.

Your home instructor will read the title. What do you think **yearning** means? Tell your home instructor.

Your home instructor will read the poem to you first. Follow the words with your eyes.

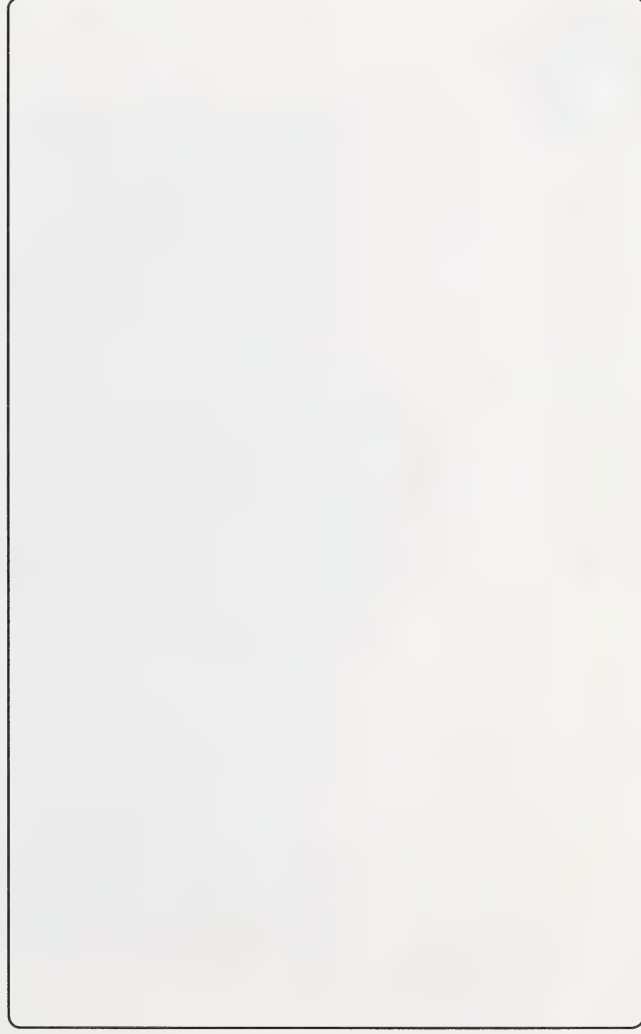


Now it is your turn to try reading the poem. Your home instructor will help you with the hard words.

10. The child in this poem yearns for _____

The last verse of the poem tells how poems “paint a picture” behind the poet’s eyes. Close your eyes and listen as your instructor reads the poem one more time.

11. Draw one picture that you saw in your mind as you listened.



Help the student figure out the harder words, if necessary. Use appropriate strategies as outlined in the Home Instructor’s Guide.

Read the poem to the student one more time.

The ability to form mental pictures of a story or poem is an important reading skill. If necessary, read each line in the poem and then ask the student what image he or she saw.

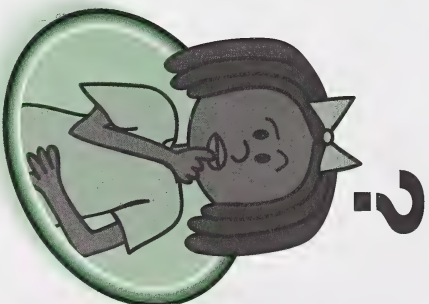
Your student will tell you about some of the things he or she would like to happen this school year.

What are some of your September yearnings? What would you like to learn about and do this year? Tell your home instructor.



Take out drawing materials and a piece of unlined paper.

Make a picture on a piece of unlined paper. Show some of the things you would like to do this year. You can make coloured drawings or pencil sketches. Write a word or two beside each picture to tell about the things you would like to do.



Put your picture in your Art Folder.



Go to Grade Three Mathematics.

If your student is enrolled in Grade Three Mathematics, work through today's math activities.



Your home instructor will tell you about today's physical activity.

Explain to the student the activities you have planned for today's lesson. If you have prepared a fitness calendar or fitness task cards, explain how the student will use them.

It is a good idea to model silent reading to your student. When possible, join your student and read silently.

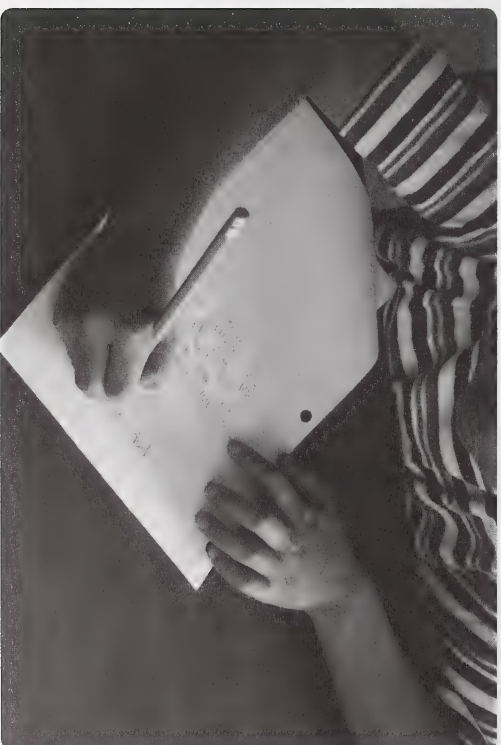
Discuss what each of you read after 15 minutes. If necessary, question the student about the selection by asking general questions about what happened in the story, chapter, or article; who the characters were; where the story took place; and so on.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Spelling

On Day 1 of each module, you will get a new spelling list. You will work with the same words until Day 9 and then do a spelling test. On Day 10 you will start another list of words and work on them until Day 18.



Taking a Pre-test

The first activity you will do with each new word list is a pre-test. The pre-test will tell you which words you already know and which words you will need to practise.

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

- Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.
- Write each word carefully.



Go to Assignment Booklet 1A. Do Assignment 1: Spelling Pre-test.



The spelling pre-test tells me which words I already know.



The pre-test also tells me which words I need to study.

Refer to the Home Instructor's Guide for spelling words and procedures.

Remind your student about the discussion you had earlier today about a time the student learned how to do something new.

Discuss change with the student.

change: to make or become different

Read the caption of the photo together. Discuss the changes that would probably occur if a new sibling joined the family.

Changes

Earlier today you talked about ways that you have “spread your wings” or learned something new.

When something changes in your life, you often have to learn how to do something new. **Change** can cause you to “spread your wings!”

12. What kinds of new things might the older brother or sister of this baby have to learn? Circle the answers.

how to write stories

how to build houses

how to hold a baby

how to feed a baby



A new baby joins the family.

You made a change today. You started a new grade. What other changes will you make this year? What new things will you learn? What goals will you set for yourself?



Go to Assignment Booklet 1A. Do Assignment 2: September Yearnings.

Discuss each of the questions with your student. You may wish to discuss goals you would like to see your student accomplish this year.

When your student has set four reasonable goals, he or she will record them in the Assignment Booklet for the teacher.

At the end of each day, the student will write a journal entry to reflect on some aspect of the work he or she has completed. The student may respond to the questions or write about any topic that relates to the day's lessons.

These comments may be used to help the student complete the Student's Comments section of the Student Learning Log on Day 9 of the Assignment Booklet.

Looking Back

Congratulations, you have completed your first day's work. You thought about how you will "spread your wings" this year. You read a poem and made a picture.

What was your favourite activity today? Why was it your favourite?

Journal Entry

Glossary

change: to make or become different

goal: something you are aiming for or working towards

legend: in reference to a map or chart, pictures or symbols that stand for certain information

organize: arrange things in a system to get ready to do what is required

yearning: to feel a strong longing or wanting

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23	Photodisc/Getty Images
24	EyeWire Collection/Getty Images
26	EyeWire Collection/Getty Images

Day 2

O Canada

Today, have fun learning about maps, reading an article, and reviewing some things you have learned about spelling.



Getting Started

Yesterday you read a poem called “September Yearning” and talked about some of your goals for grade three. Remember to start working toward your goals right away!

Celebrate



Go to page 5 in your Phonics book.



Listen to “Chinese New Year,” the article on page 5, while your home instructor reads it to you.

Now it’s your turn to try reading the article.

Read the article on page 5 to your student. Then ask the student to read it to you. Support your student by suggesting reading strategies for difficult words.

celebrate: to show that something is special by having a ceremony, a feast, or a festival

Your student should notice that the word *celebrate* begins with an *s* sound, like *sat*, rather than a *c* sound, like *cat*.

Does the student know that some consonants have more than one sound?

The letters *c* and *g* have two different sounds. Explain to the student that he or she will learn more about these sounds over the next few days.

1. What is coming down the street in the first line?
-

Find the word **celebrate** in the poem.

2. What do you notice about the beginning sound in celebrate?
-

3. What is your favourite day to celebrate?
-



4. How is this article different from the poem "September Yearnings"?

Spelling

What you know about letters and sounds can help you read and spell words.
In grade two you studied the 26 letters of the alphabet and their sounds.

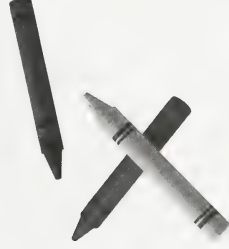
a b c d e f g h i j k l m
n o p q r s t u v w x y z

Do you remember which letters are consonants?

5. Use a blue crayon to circle each consonant in the alphabet.

Do you remember which letters are vowels?

6. Use a red crayon to circle the vowels.



You may have to provide some guidance with this question.

Compare how the poem has lines and the article has sentences, the poem has verses and the article has paragraphs, and the poem has rhyme while there is no rhyme in the article.

Your student should be able to do this independently. If not, remind the student which letters are consonants and which are vowels. (See the Suggested Responses in the Home Instructor's Guide if necessary.)

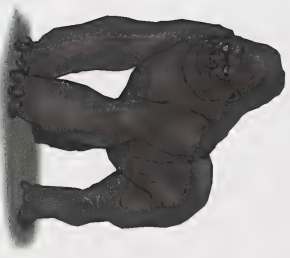
The student may or may not have heard the terms *long* and *short* referring to vowels.

Be sure your student understands the instructions on pages 7 and 8; then, ask that the pages be completed independently.

When the student has completed the pages, mark the answers and discuss any problems that were encountered. The answers for the phonics pages are in the Suggested Responses in the Home Instructor's Guide.

You probably also remember that vowels can have two or more different sounds.

Sometimes they have the long sound. When a vowel has a long sound, it usually says its own name, like a in ape.



Sometimes vowels have the short sound, like a in apple.



You found out today that the consonants c and g can have two different sounds. The letter y is another special letter. It has three different sounds!



Go to your Phonics book to practise consonant sounds. Follow the directions and do pages 7 and 8.



Go to Grade Three Mathematics.

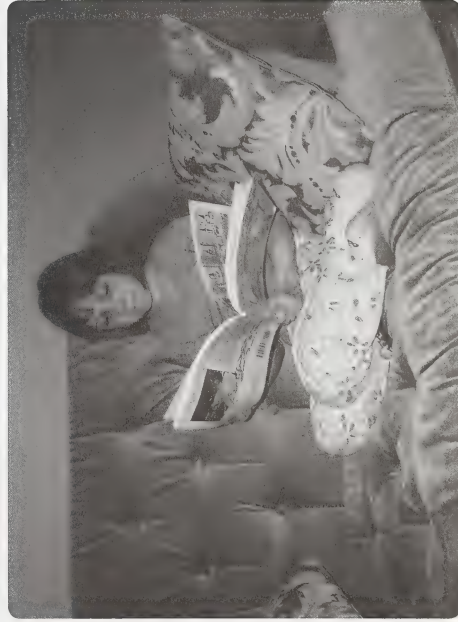


Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Explain what you have planned for today's physical activity.

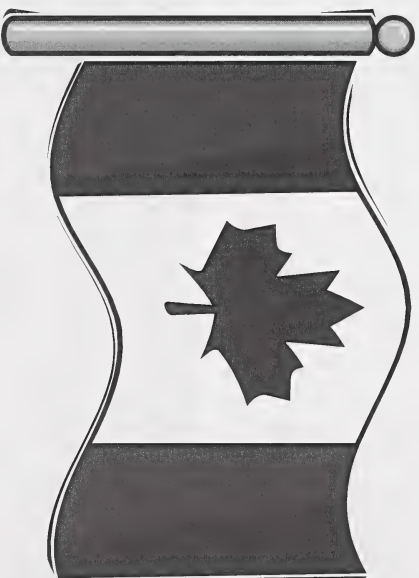
country: the land belonging to a group of people united under the same government

The concept of country may be a difficult one for your student to understand. As the year progresses and the student learns about communities and countries, this understanding will begin to develop.

O Canada

Have you ever thought about the **country** that you live in? You probably know that you live in a very large country called Canada. Canada has a special flag and a special song.

7. What colours are the Canadian flag?



We celebrate Canada's birthday on July 1. It is a holiday called Canada Day. Canada became a country in the year 1867. Did you know that Canada is more than 100 years old?

Your student has probably heard "O Canada" on television, at a sporting event, or at a concert.

Sporting events, concerts, and other special events often begin with the singing of "O Canada." Tell your home instructor about one place you have heard "O Canada."



In grade two you learned how to sing Canada's special song. The words for "O Canada" are written on the next page. Try singing it with your home instructor.

Sing "O Canada" with your student.

If you have a tape or CD with "O Canada," play it for the student and allow the student to sing along.

The Canadian Heritage (Government of Canada) website includes the lyrics, audio, sheet music, and history of the anthem at the following address:

<http://www.pch.gc.ca/>

Allow your student to practise the song as many times as he or she likes.

O Canada!

Our home and native land!

True patriot love in all thy sons command.

With glowing hearts we see thee rise,

The True North strong and free!

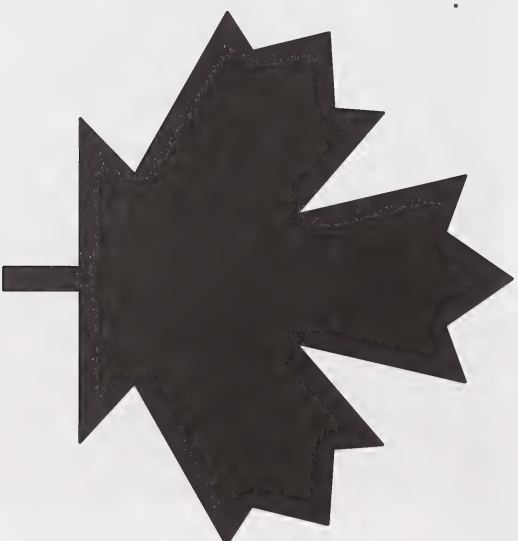
From far and wide,

O Canada, we stand on guard for thee.

God keep our land glorious and free!

O Canada, we stand on guard for thee.

O Canada, we stand on guard for thee.



Maps

What do you know about **maps**? Tell your home instructor.

There are many different types of maps. Look at the map of Canada below.



8. What does this map show?

map: a drawing that represents Earth's surface or part of it

Find out what your student remembers about maps. The student may remember that a globe is a model of the world and that the world is shaped like a sphere.

If you have a globe, locate Canada.

Discuss the areas of land and water and any other features your student is interested in.

Compare the map of Canada to how Canada is placed on the globe. Show the student how the USA fits under Canada.

Maps show a picture of part of Earth's surface. If you were in a space shuttle looking down at Canada, the outline of the land and water would look much like the outline you see in the map on the other page.

Maps can show many different things.

Take out your atlas. Find a map of Canada that shows the provinces.

9. What is one thing that this map shows?



Abigail, do you know the names of the three territories?

Yes, I do. The three territories are Yukon, Northwest Territories, and Nunavut.



Look for a legend with your map.



10. Draw one symbol that is used in the legend.

11. What does that symbol stand for? _____

Map Directions

Have you ever heard someone give directions and say, “Go north” or “Go west”? Directions can help people understand which way they need to go to reach a certain place.

There are four directions—north, south, east, and west.



Your student was introduced to this term on Day 1. If necessary, remind your student that symbols are used to represent different things on a map. Discuss the symbols that are used on the map of Canada in the atlas. Point out provincial and international boundaries.

Show the student which direction is north. Help the student follow the tips to discover the other directions.

You may wish to have the student write the direction words on cards and attach them to the north, south, east, and west walls of the room.

Ask your home instructor to show you which direction is north.

Follow the tips below to find the other directions.

- Stand up and face north.
- Lift up your left hand. Your left hand is pointing west.
- Lift up your right hand. Your right hand is pointing east.
- South is behind you.

Go outdoors. Ask your home instructor to help you find north again.

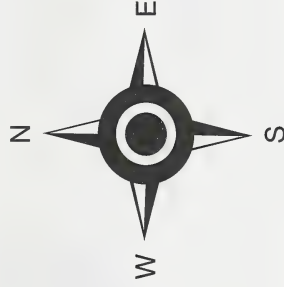
- Point to the west.
- Point to the east.
- Point to the south.



Play a direction game with your home instructor.

Knowing directions can help you read maps.

Go back to your atlas. Look at the map of Canada. Find the **map compass**. It will look something like the one below. Show it to your home instructor.



The map compass tells you the directions on the map.

N stands for north.

12. What do you think the other letters stand for?

S stands for _____.

E stands for _____.

W stands for _____.

Play a game similar to "Simon Says." See the Home Instructor's Guide for instructions.

map compass: a drawing that shows the directions on a map

Help the student locate the map compass in the atlas, if necessary.

If you have a compass in your home, show the student how it works and compare the compass to the map compass.

Explain to your student that Canada is divided into smaller areas called provinces and territories.

On most maps, north is toward the top of the map. South is toward the bottom. West is toward the left-hand side of the map. East is toward the right-hand side of the map. Always check the map compass to be sure.



13. What province do you live in?



A compass is an instrument that always points north.

Your home instructor will help you read the names of the provinces and territories. Use the information from the map to help you answer the questions.

Help your student read the names of the provinces and territories.

Your student should be able to do these activities independently.

14. Write the name of a province or territory that is in northern Canada.

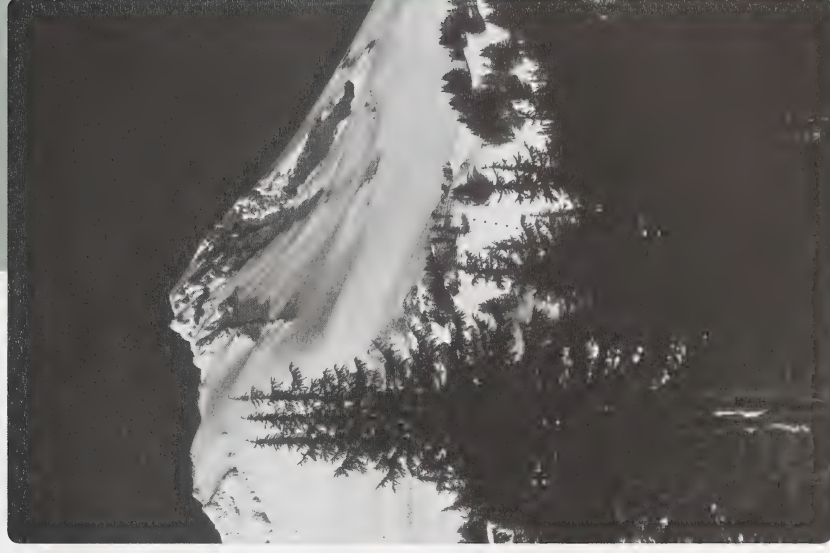
15. Which province is farthest west?

16. Which of the cities in Alberta listed below is farthest south?

Edmonton Fort McMurray Calgary

Your map may show other countries too.

17. What country is directly south of Canada?



Your student may need some assistance with the Atlantic provinces and with placing your town or city in its approximate position.

During Story Time, you will read a mutually chosen book orally to your student.

You will find a map of Canada in your Assignment Booklet. Use your atlas to help you add each of the things below to the map in your Assignment Booklet.

- Colour each province and territory a different colour.
- Write the name of each province and territory on your map.
- Write the names of the oceans on your map.
- Write the title Legend on the bottom left of your map.
- Make up a symbol for cities or towns.
- Use your symbol to show the city or town you live in (or near).



Go to Assignment Booklet 1A. Do Assignment 3: Map of Canada.

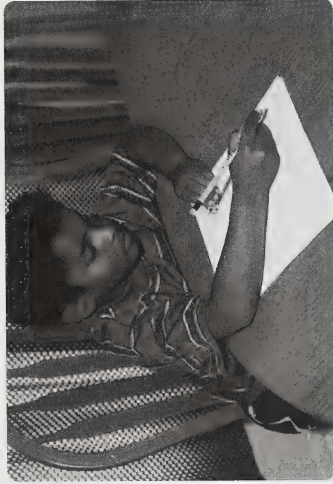
Story Time

Help your home instructor choose a story, book, or article. Your home instructor will read it aloud to you.



Looking Back

You did many different things today. You looked at maps, sang “O Canada,” and read an article. What did you learn about maps today? Did you learn anything else?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

celebrate: to show that something is special by having a ceremony, a feast, or a festival

country: the land belonging to a group of people united under the same government

map: a drawing that represents Earth's surface or part of it

map compass: a drawing that shows the directions on a map

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Day 3

Family Changes

Can you remember when you learned about families in grade one?

Today you will read a story about the change one family went through. Get ready to talk about changes that have happened in your family. You'll plan and write about a family change in one of today's assignments.



Discuss how families are similar and different. Your student will probably remember that families work together and share responsibilities but that family composition differs greatly. Families may celebrate different holidays and practise different traditions.

Encourage the student to predict what the story will be about. As the story is read, the student may comment or revise his or her answer.

Getting Started

Tell your home instructor what you know about families. How are families the same and different? What kind of things can happen that cause families to change?

Home Early



Take out *Spreading My Wings*.

Turn to page 6. Today you will begin reading the story "Home Early."

Look at the title of the story. Look at the picture.



1. What do you think the story will be about?

Read pages 6 and 7. Tell your home instructor who the story is about.

Read page 8.

2. Why is Emma's daddy sad?

Read page 9 to find out what Emma liked about Daddy being home. Tell your home instructor.

Read the last page of the story.

3. What changed now? _____



Emma's family made the best they could of the situation. They helped each other and solved problems. Families can support each other and work together to face changes.



Go to Assignment Booklet 1A. Do Assignment 4: Home Early.

Your student should be able to identify Mrs. March, Daddy, Emma, and Mama as the people in the story.

Ask your student these questions:
Why is Emma's daddy home early?
What kinds of changes will this cause for Emma's family?

Your student may be concerned about what would happen if his or her parent(s) lost a job. You may want to discuss how communities provide services such as income support and unemployment insurance.

Changes in My Family

Think about changes that you and your family have faced in the past.

brainstorm: to think of as many different things as you can about a subject

As your student thinks of family changes, write them on the lines.

Brainstorm all the changes that your family has faced in the past. Tell your home instructor of as many family changes as you can think of. Your home instructor will write them down.

Brainstorming List

Go back to your brainstorming list and put a happy face



beside the

changes that made you happy.

Put a sad face



beside the changes that made you sad.

Spelling

When you are spelling words, you must think about all the consonant and vowel sounds that you hear in each word. You must remember which letter makes each sound.

Find your Spelling Pre-test from Day 1, Assignment 1.

On the lines below, write the words that you spelled incorrectly. Ask your home instructor to help you spell them correctly. Write your challenge words too.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Take out your felt markers or pencil crayons.

Help your student correctly spell the words from Day 1 that he or she spelled incorrectly. Choose three new challenge words to practise today. See the Home Instructor's Guide for information on choosing challenge words.

Monitor your student as he or she completes this task. The words may not have middle consonants. Be sure the student is circling the consonants, not the vowels.

Allow your student to complete the work in the Phonics book independently. Check the work for errors and discuss any problems your student had.

Look at the spelling words you wrote on the previous page.

- Use red to circle the beginning consonant in each word.
- Use yellow to circle any middle consonants in each word.
- Use orange to circle any ending consonants in each word.

Did you notice that some of the words have double consonants in the middle? You have to remember the double consonants when you spell these words.



Go to your Phonics book to practise working with consonant sounds. Follow the directions and do pages 9 and 10.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

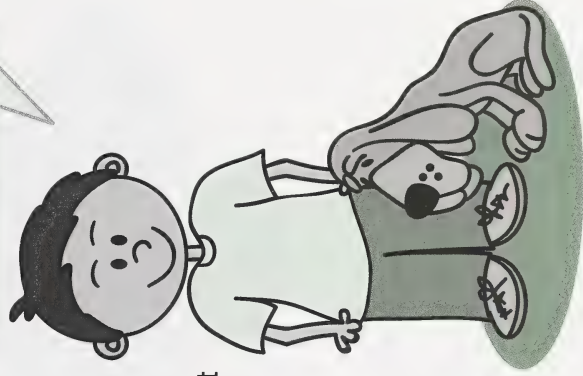
Changes in My Family

Look back to the list of family changes that you made earlier today. You will choose one of these changes and write about it.

To write about a family change you need to think about many things:

- Who was involved?
- When did it happen?
- What change happened to the family members?
- How was the problem solved (if there was one)?

I'm going to write about when I first got my dog. There were some big changes.



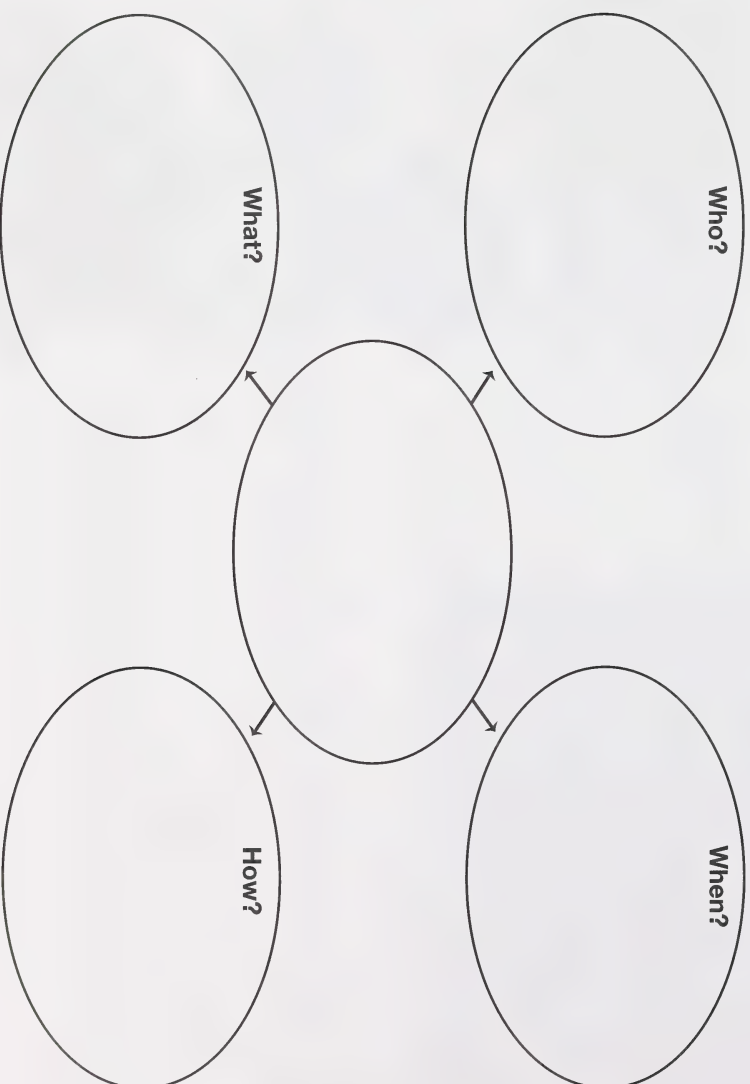
Your student should remember from grade two that it is best to plan, write, edit, and rewrite. The student will go through this process today to write about a family change.

Help your student fill in the ovals to tell who were the family members involved in the change, when the change happened, what the change was, and how the family solved the problem or worked through the change.

Planning

There are many ways to plan for writing. Making a web is one way to plan.

Choose which family change you will write about. Write the change in the middle of the web. Fill in the other ovals to tell who, when, what, and how.



Writing

Use your plan to help you write about the change in your family. In the first part, write about who was involved and when it happened. Then tell about the change. How did family members feel about this change? What problems occurred because of this change? What good things happened? How were the problems solved?

Write your story on a piece of lined paper.

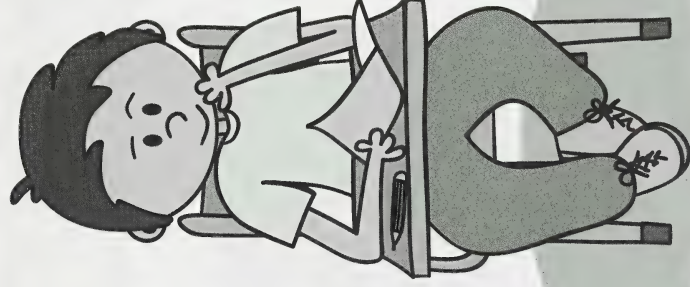
Editing

Read what you have written. Are all the words spelled correctly? Do the sentences make sense? Ask your home instructor to help you change any errors you discover.

You will rewrite your story in the Assignment Booklet.



Go to Assignment Booklet 1A. Do Assignment 5: Family Changes.



Help your student use the information that was noted on the web to write a story about the change your family faced.

Your student will make a good copy of the story to share with the teacher. If you have a computer, the good copy may be done with a word-processing program. Assist the student with running a spell-check program to do a final check. Print directly on the Assignment Booklet page if you are using an electronic version, or you may attach the printed page to the Assignment Booklet.

Read a mutually chosen book orally to your student.

Story Time

Enjoy the story that your home instructor will read to you.



Looking Back

You have had a busy day talking about family changes and writing. Do you like writing? What is your favourite way to plan for writing? Do you find it easy or hard to edit your work?

Journal Entry

I liked using the web of ideas as a plan. It helped me write my story.



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

brainstorm: to think of as many different things as you can about a subject

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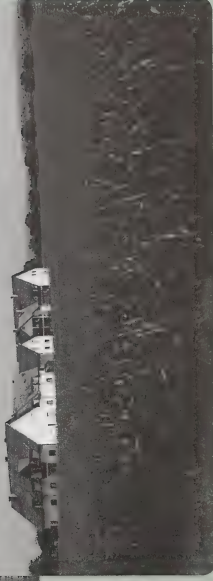
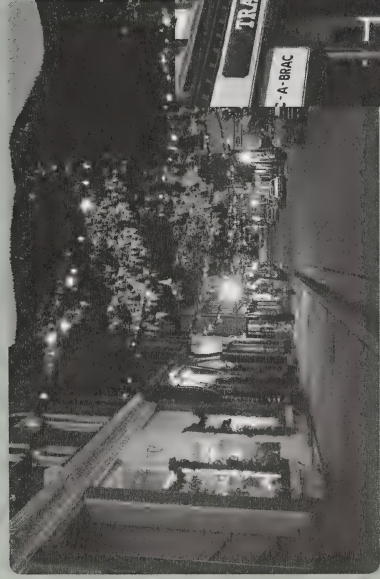
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What is your community like? Do you live in a city, a town, or the country?

Today you will go on a field trip to look at your community. As you explore your community, think about things that have changed in the time you have lived there.

A little more work on the story “Home Early” is also on today’s schedule. Are you ready to begin?



Getting Started

Yesterday you wrote about a change your family went through. You reviewed some important ideas about writing.

It's time to review some things that you have learned about reading too. You will spend some time looking at the parts of stories. Understanding **story structure** can help you be a better reader.

story structure: the way a story is put together or written

Yesterday your student used a plan to write about a family change. Explain that authors plan longer stories in much the same way.



Take out *Spreading My Wings*.

As you look back at the story "Home Early," you will think about the story structure and the characters.

Find "Home Early" in your book.

Read the story all the way through silently.

Did you use the table of contents to find the story quickly?



If your student has difficulty reading silently, the story may be read orally or you may take turns reading paragraphs.

Story Parts

On Day 3 you listened for the beginning, middle, and ending sounds of some words. Did you know that most stories can also be divided into a beginning, middle, and ending?

Even vegetables get to be characters in stories sometimes!



The beginning of the story often tells who is in the story. The people (or animals) in the story are called the **characters**. The beginning also tells where the story happened. Sometimes it also tells when the story happened. That is called the **setting**.

The middle of the story contains the **plot**.

The plot tells what happens in a story. The important events happen in the plot. Many stories contain a problem that needs to be solved. The plot of the story often tells about the problem and how it was solved.

characters: the people, animals, or animated objects in a story

setting: where and when a story happens

plot: the main ideas, themes, and action or events of a story

resolution: tells how a problem or conflict in a story was resolved

conclusion: sums up some aspect of the experience or situation in a story

Your student may not be familiar with these difficult words. Spend some time discussing them and giving examples.

Your student may need to reread the story to answer these questions.

If necessary, review that the setting is where and when the story is happened. Whether the story is happening now, happened in the past, or happens in the future is also part of the setting.

The end of the story has the **resolution** to the problem. The resolution usually tells how the problem is solved. There is often a **conclusion**, where the important part of what the characters learned is summed up.

Think about the story "Home Early."

1. Which three characters do you find out about first?

2. Which character do you meet on page 7?

3. What is the setting of this story?



4. Tell about the plot of the story. Write at least three sentences about important things that happened in the middle of the story.

5. Write a sentence to tell one problem in the story.

6. How was that problem solved?

7. What do you think Emma's daddy learned by staying at home?

Monitor your student as he or she uses this method to practise the spelling words that were incorrect on the Day 1 Spelling Pre-test.

Spelling

Today you will review the words that you misspelled in your pre-test on Day 1.

Look back at the words you need to practise. Your list is in the Spelling section on Day 3. One way to practise words is to look, cover, spell, and check.

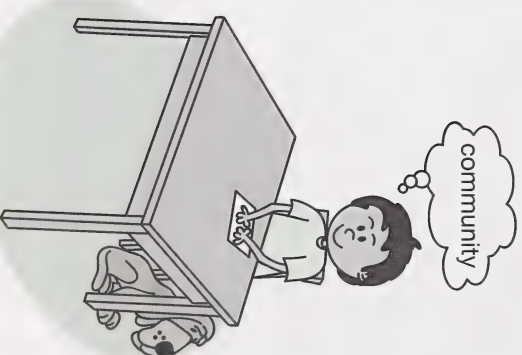
Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.

You can write your word on a chalkboard or a piece of paper. Look, cover, spell, and check each of the words you need to practise. Think about the beginning, middle, and ending consonants. Try to remember which words have silent letters or double letters. If you have challenge words, practise them as well.



Phonics

Some people find the sound at the end of a word the hardest one to hear.

Play a game with your home instructor. Practise listening for the ending sounds of words.



Which consonant sound is
at the end of my name?



Go to your Phonics book to do more work with ending sounds. Complete pages 11 and 12.



Go to Grade Three Mathematics.

Read the following words slowly to your student. Have the student repeat the word and then tell you what letter is at the end of the word.

- guess
- sad
- when
- let
- pencil
- door
- Sam
- tap
- cab
- silk

If your student needs more practice, choose some other words that end in a consonant and continue playing.

In grade two your student learned about people's needs and how communities helped meet those needs. Community facilities and services were examined. Canadian communities were compared.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

What Is a Community?

You studied communities in grade two. Tell your home instructor some things you remember about communities.



A **community** is a group of people who have many things in common, such as language, ways of life, history, values, and beliefs, and who live in the same area. There are many different kinds of communities in Alberta, in Canada, and in the world. What kind of community do you live in?

8. Do you live in a city, a town, or the countryside?



urban community



rural community

community: a group of people that have in common such things as culture, language, values, beliefs, interests, practices and ways of life, history, and/or a geographically defined shared space

urban: of the city

rural: of the countryside

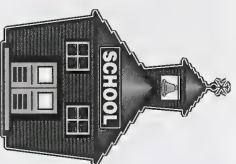
Cities and towns are called **urban** communities. Farm communities are called **rural** communities.

Your student should recall learning about services in grade two. You may want to brainstorm other services that your community has. Check the answers to be sure your community has the services your student circled.

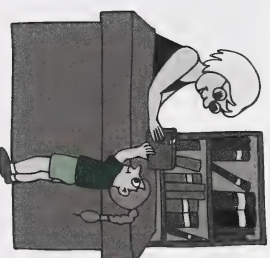
9. Do you live in a rural community or an urban community?

Communities provide many different services and facilities.

Which services below does your community have? Circle them.



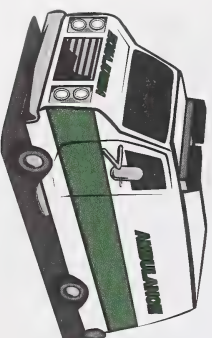
school



library



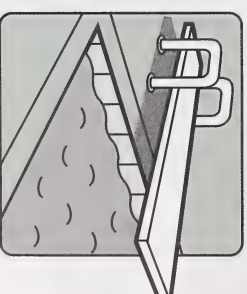
post office



ambulance



hospital

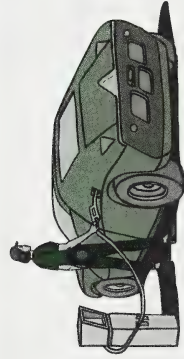


recreation centre

Which businesses are in your community? Circle them.



grocery store



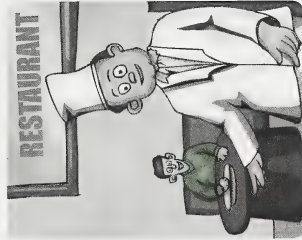
garage



farm



hair salon



restaurant



bank

Can you think of any other businesses or services in your community? Tell your home instructor.

Discuss some examples of other businesses and industries in your area.

Check the answers to be sure your community has the businesses your student circled.

See the Home Instructor's Guide for instructions.

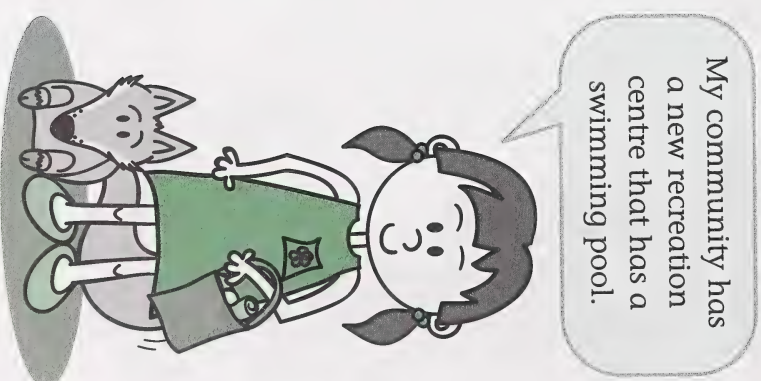
Field Trip

You already know a lot about your community. Today you will take a trip around your community to try to learn more.

You will have three tasks on the field trip:

- Look at a map of your community. Try to figure out where your home is. Does the map have a legend? What symbols are used?
- Choose one street in your community. You will make a map of this area. If you live in a small town, choose the main street. If you live in the country, choose the road you live along, or the main street of your nearest town. Make a rough sketch of the homes, businesses, and services on the street. You will make a good copy of the map on Day 5.
- Think about things that have changed in your community. Have new businesses started and other businesses closed? Have the services changed? Have new people moved in? Are any neighbours in the hospital or away on holidays? What is new? What is no longer around?

Have fun on your field trip!



You may be able to suggest some other possible changes.

Looking Back

You worked with story structure and ending sounds today. You also got a chance to take a closer look at your community.

Did you enjoy the field trip? What did you see? Did you notice any changes?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

characters: the people, animals, or animated objects in a story

community: a group of people that have in common such things as culture, language, values, beliefs, interests, practices and ways of life, history, and/or a geographically defined shared space

conclusion: sums up some aspect of the experience or situation in a story

plot: the main ideas, themes, and action or events of a story

resolution: tells how a problem or conflict in a story was resolved

rural: of the countryside

setting: where and when a story happens

story structure: the way a story is put together or written

urban: of the city

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Day 5

Maps and More

What did you learn about your community on your field trip? You'll have a chance to share that information today. Get ready to make a map of your community and to write about changes you noticed.

You're also going to read a story about a boy who coped with a big change—moving to a new community.



Getting Started

Family changes can make you happy or sad.

How do you think you would feel if you moved to a new community?



Circle how you would feel.

- 1. Think of some good things that might happen if you moved to a new community.



When I came to Canada from Iran, I was sad to leave my friends and family, but I was excited to see new places and meet new people.

If the student has had any experiences moving, discuss them. If you have ever moved to a new community, share how you felt about it.

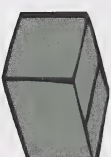
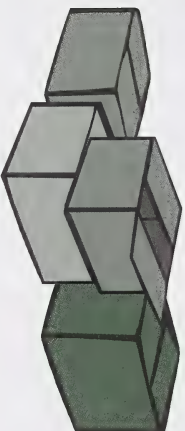
“Ivan and the All-Stars”



Take out *Spreading My Wings*.

Turn to the Contents page. Find the title “Ivan and the All-Stars.”

2. The story begins on page _____.



Discussing the picture before reading helps the student make predictions about what will happen in the story. Try to introduce words that will appear in the story during this discussion time.

Be sure your student understands how to read columns.

Choose the method of reading best suited to your student's skill level. The story may be read silently, you may take turns reading orally, or you may read simultaneously with your student. Encourage the use of an applicable reading strategy if an unknown word is encountered.

Read each page of the story to see how Ivan's plans work out. After you are done reading each page, your home instructor will ask you some questions about the story.

Cartoon Strip

You are going to draw a **cartoon strip** about Ivan.

Think about what happened in the beginning, middle, and end of the story. Retell the story "Ivan and the All-Stars" to your home instructor.



cartoon: a drawing showing people, things, or events in a light-hearted or funny way

cartoon strip: a series of cartoons that together tell one joke or story

Encourage your student to tell you what happened in the beginning of the story. Discuss the setting, characters, and problem. Then have the student tell you about Ivan's plans and how they worked out. Be sure the student has a clear idea of the story progression.

You may want to examine some cartoon strips from the newspaper or a comic book with your student. Look at how the story is conveyed through the pictures, speech balloons, or text.

Do you like reading cartoons or comics?



Take out a piece of unlined paper and your felt markers.

Follow the steps:

- Fold the paper into quarters.
- Unfold the paper and trace over the lines with a dark marker.
- Cut the paper the long way.
- Tape one end of the strip to the other strip to make a long piece with four boxes.

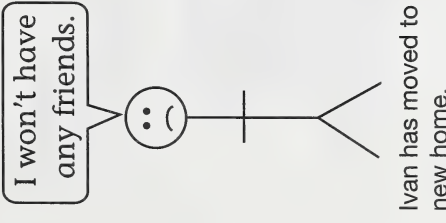


Making a cartoon strip is a different way to retell a story. I like making a cartoon strip.

--	--	--	--

Encourage the student to use the drawings in the story for ideas.

In the first box, show Ivan at the beginning of the story. You can use speech balloons and/or write sentences at the bottom of the picture to tell the story. Here's an example:

			
---	--	--	--

In the next two boxes, show what happens in the middle of the story. In the last box, show what happens at the end of the story. Colour your pictures.



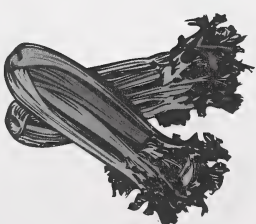
Put your cartoon strip in your Writing Folder. You will send it to your teacher on Day 9.

If your student has difficulty thinking of appropriate words, check page 13 of the Phonics book. The student will complete this page on Day 7.

Phonics

You know that the consonants c and g have more than one sound.

3. Write two words that begin with c and have the same sound as the c in car.



4. Write two more words that begin with a c and have the same sound as c in celery.

When the c makes the sound you hear in the word car, it is called a hard c.

When c makes the sound you hear in celery, it is called a soft c.

5. Write two words that begin with g and have the same sound as g in gum. _____



6. Write two words that begin with g and have the same sound as g in giraffe. _____

When the g makes the sound you hear in the word gum, it is called a hard g.

When g makes the sound you hear in giraffe, it is called a soft g.

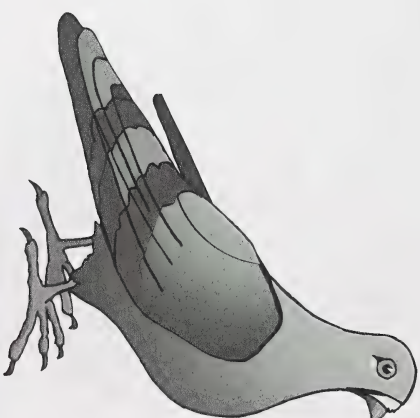
Check page 14 of the Phonics book if your student can't think of any words that begin with the hard or soft g sounds. The student will complete this page on Day 7.

Have the student review the words he or she wrote with examples of these consonant sounds. Point out how these consonant sounds appear in the middle and at the end of words as well.

These consonant sounds appear at the beginning, middle, or end of words.



pencil



pigeon

Read these words:

price **act** **grocery** **decide** **back**

7. Circle the words above where the c is making the soft c sound.

Read these words:

game **gym** **large** **fig** **orange**

8. Circle the words above where the g is making the soft g sound.

9. Some of the words below have the soft g or soft c sound. Write the words that have a soft g or soft c in the correct column.

orange	act	pencil	pick	price	gym	gate
circle	change	call	page	rice	legs	large
Soft c				Soft g		



My name, Abigail, has a hard g sound in the middle.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



My Community

On your field trip around your community, you were assigned three tasks.

The first task was to look at a map of your community.

10. Did you find the location of your home on a map? _____

11. Draw at least three symbols you saw on the legend of the community map you looked at. Write what each symbol showed.

was used to show _____

was used to show _____

was used to show _____

Help your student recall the symbols that were used on the map you looked at. If you were able to bring the map home, find and discuss the symbols used. Alternatively, you could look at a provincial road map and symbols from the legend on that map could be used.

Using symbols on a map allows more information to be included on a map. The legend tells what each symbol means.

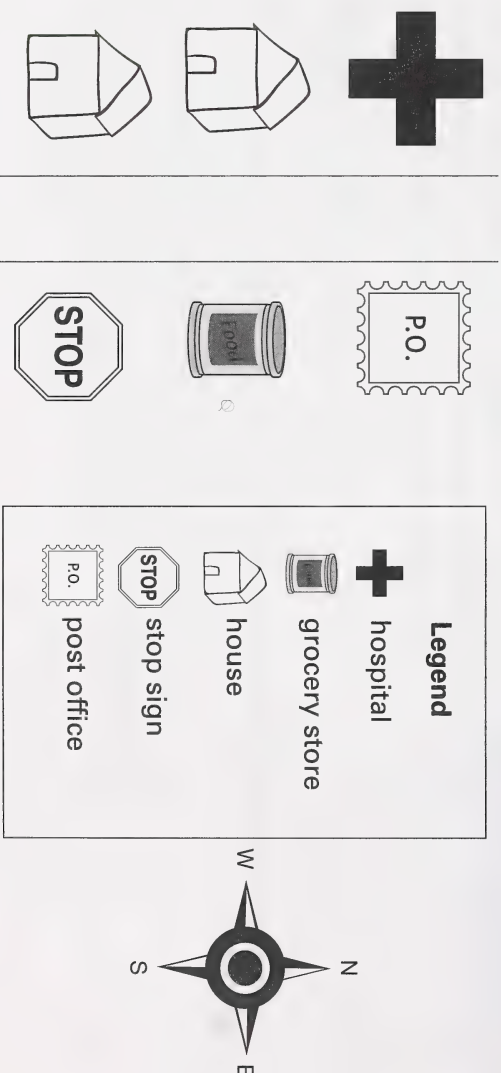
Your second task was to make a sketch of an area in your community.

Use your sketch to make a map in your Assignment Booklet.

- Write a title for your map.
- Draw the street(s) or road(s) first.
- Add the features that you sketched.
- Make up a legend to explain the symbols you used.
- Write the directions on the map compass.

Here's an example:

My Map of Main Street



Your student will create a good copy of the map in the Assignment Booklet. If necessary, help your student orient the map and streets in the right direction.

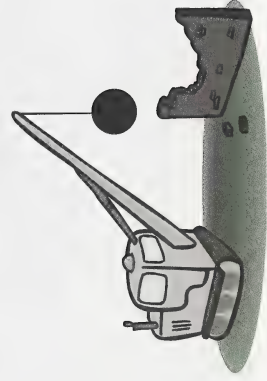
This is a sample of what your student's map may look like.



Go to Assignment Booklet 1A. Do Assignment 6: My Community.

Your third task was to look for changes in your community.

12. Write a list of changes that you or your home instructor noticed.



Changes may be noticed in the physical setting of the community (new buildings, old buildings torn down, new businesses, new services, etc). Changes may occur to the people in the community as well (neighbours moving away, new neighbours moving in, a neighbour in the hospital, a new baby, a death in a family).

Introduce the idea of cause and effect. Remind the student how bringing a new baby into the family causes changes for older siblings. The cause of the change is a new baby. The effect is the older sibling learning something new. Give an example of a community cause-and-effect scenario. For example, someone moved away from the community (cause), so now their home is for sale (effect).

13. Choose one change you noticed and tell why you think it happened.

Story Time

Enjoy a story with your home instructor.



Looking Back

You read a new story and made a cartoon strip about it. You also made a map.

How did you like creating your own map? Was it easy or hard? Were you happy with the way it turned out?

Journal Entry

You have to know the directions to draw a map correctly.



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

cartoon: a drawing showing people, things, or events in a light-hearted or funny way

cartoon strip: a series of cartoons that together tell one joke or story

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You have been learning what your community is like now, in the present. You thought about changes you have noticed. How could you find out more about what your community was like in the past?

As you read today, you will meet two children with collections. Collections are one way of remembering the past.



past: events that happened before now

present: events that are happening now

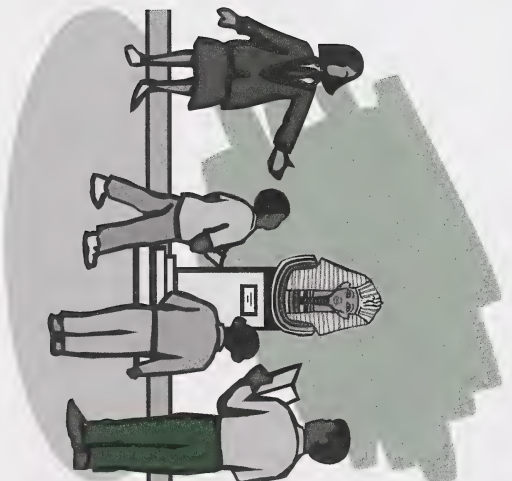
People may learn about the past by reading, looking at old pictures, and talking to older people. Your student may have other ideas as well.

Getting Started

What does **past** mean? What does **present** mean? Can you think of some ways of learning about the past? Tell your home instructor.

When you collect something, you save it for a long time. You can look at something in your collection and think about when you received it. Do you or any members of your family have a collection?

Museums save all kinds of things from the past. Guess what they call the items in a museum? A museum collection!



“Collections Galore!”



Take out *Spreading My Wings*.

Turn to the Contents page. Find the title “Collections Galore!”

What do you think **galore** means? Tell your home instructor.

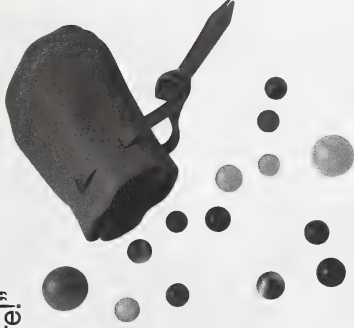
Read page 11 to find out if you are right.

You probably know that stories can be divided into two main types: **fiction** and **non-fiction**.

1. Explain what each word means.

fiction _____

non-fiction _____



galore: lots and lots of different kinds; plenty

If your student does not know what *galore* means, ask him or her to turn to page 11 and read it. Then have the student tell you what *galore* means.

fiction: based on made-up or imaginary events and people

non-fiction: based on real events and people

Your student may say the word *toys* rather than *figures*. Suggest that these are a special type of toy and that the name begins with *f* to introduce the word *figure*.

The stories you will read in “Collections Galore!” are non-fiction. They are about real children with real collections.

Turn to page 12. What do you think the boy in the photo collects?

When you read non-fiction, you read to find something out. If you are searching for a fact, you must read carefully. Keep the question you want to answer in your mind.



I want to find out how long ago Andrew started collecting figures.

When you read today, you will be looking for some facts about the collections.

Read each paragraph and ask yourself if your question was answered.

Read "Figure Finder" to find the answers to these questions:

- How long has Andrew been collecting figures?
- Which figures are the most interesting?
- Where does he get his figures?

Read the first paragraph. Did it answer any of the questions?

2. How long has Andrew been collecting figures?

Read the next paragraph. Did it answer any of the questions?

3. What are Andrew's most interesting figures?



Encourage the student to reread the paragraph if he or she can't find the answer to the question.

Keep reading until you find the answer to the last question.

4. How does Andrew get his figures? _____

Read "Penny Pincher" to find the answers to these questions:

- What is Kaitlin's oldest penny?
- How did Kaitlin sort her pennies?
- What are "family pennies"?

Read each paragraph until you find the answer. Write the answers on the lines.

5. What is Kaitlin's oldest penny? _____



6. How did Kaitlin sort her pennies? _____

7. What are “family pennies”? _____

Kaitlin uses her pennies to help her remember special family events from the past.

Do you know anyone who has a collection that helps them remember things from the past? Tell your home instructor.

8. What is the person in this picture collecting?



Discuss people you know who have collections. Does anyone collect antiques, postcards, or other mementos from trips? Most families have a photo collection to help them remember the past.

Ask your student to point to the word *collection* in the story.

Spelling

Find the word collection in "Figure Finder." Show it to your home instructor.

Look carefully at the word. Do you see any double consonants?

9. Circle the double consonants in collection.

10. Play a word-search game. How many more words with double consonants can you find in the stories "Figure Finder" and "Penny Pincher"? Write the words you find on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



11. Write a sentence with each of the double-consonant spelling words you had wrong in your pre-test.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



If all the double-consonant spelling words were correct in the pre-test, the challenge words can be practised instead.

Check these sentences for correct spelling of all the words. Also check punctuation.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

My Community in the Present and the Past

You went on a field trip to find out what your community is like right now. You also thought about some changes you and your home instructor have noticed in your community.

Communities, like families, change all the time.

The next few days are going to be spent finding out what your community was like a long time ago. You will compare your present community to the community of long ago and find out how things have changed.



What do you know about your community in the present? Tell your home instructor what you know about each of the following topics. Your home instructor will write the information down for you.

12. What kind of businesses and industries operate in your community?



Write down the information as the student tells you to encourage a complete account of what your student knows about the community now. You may also discuss and add information you or other family members know about each topic.

Check the Daily Summary in the Home Instructor's Guide for suggestions as well. Answers will vary widely, depending upon the community you live in, so they are not included in the Suggested Responses.

The student should remember that services include such things as health care, recreational facilities, and care for people with special needs, such as the elderly or children.

13. What kinds of services are available in your community?

14. What kind of schools are in your community?

15. How do people travel?



16. What types of food do people in your community eat? Where do they get the food?

17. What type of homes do you see in your community?

18. How do people **communicate** with each another?



communicate: to exchange information by talking, writing, gesturing, etc., or to send and receive messages

19. What kind of clothing do your community members wear? Where do they get their clothing?

20. Why do people choose to live in your community?

researching: investigating to find out facts about a topic

Help your student choose someone who knows about your community about fifty years ago. Explain that researchers often do interviews to help them find the answers to their questions.

I'm going to interview my great-granny tomorrow.



Now you are ready to think about the past. What was your community like about fifty years ago? You will try to find out by **researching**.

You will need to find out about each of the topics you just discussed.

One way to do this is to ask someone who has lived in your community for a long time. You may have a grandparent or great-grandparent who remembers what things were like about fifty years ago. Maybe you could ask an elderly neighbour or friend.



Asking someone questions is called an **interview**.

The first step in doing an interview is to make a plan. You need to plan who you will talk to and make arrangements to meet with him or her. You need to write down your questions so that you know what to ask. You need to record the answers in some way.

interview: a meeting of people where one person asks questions to get information about a topic

Help your student make arrangements to do the interview. A visit is best, but, if necessary, the interview could be done over the phone.

You will do your planning in the Assignment Booklet.



Go to Assignment Booklet 1A. Do Assignment 7: Interview Planning Sheet.

You may need to help your student with this planning activity. Be sure the questions will allow the student to gather enough information to find out about each topic.

Story Time

Enjoy a story with your home instructor. Perhaps someone in your family can tell you a story about long ago.

Looking Back

You read some non-fiction and are ready to talk to someone about the past. Are you all set to do your interview? Do you think you will learn a lot about your community in the past?

Do you have any collections of your own? Do your collections help you remember the past?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lesson.

Glossary

communicate: to exchange information by talking, writing, gesturing, etc., or to send and receive messages

fiction: based on made-up or imaginary events and people

galore: lots and lots of different kinds; plenty

interview: a meeting of people where one person asks questions to get information about a topic

non-fiction: based on real events and people

past: events that happened before now

present: events that are happening now

researching: investigating to find out facts about a topic

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Day 7

Interview Time

Get ready to find out everything you can about your community in the past. You will do your interview today.

More practice reading to find facts is also on today's agenda. Do you like working with magnets? You'll have some fun doing an art project too.



What predictions does the student have about the interview?

Your student continues to practise reading for details.

Getting Started

On Day 6 you thought about ways to find out what your community was like in the past. What new information do you think you will get in your interview? Tell your home instructor.

More Collections

Did you enjoy reading about Andrew and Kaitlin's collections? Are you ready to find out what Britney and Stephanie collect?



Take out *Spreading My Wings*.

Find page 14.

As you read the articles about collections, you will be searching for facts. Remember to read carefully. Try to keep the question you want to answer in the back of your mind.



Look at the title of the article on page 14.

What does **hoarder** mean? Tell your home instructor.

Read "Hedgehog Hoarder" to find the answers to these questions:

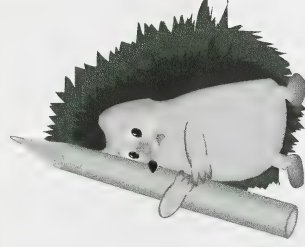
- How did Britney's collection begin?
- What does Spike eat?
- What are some of Britney's hedgehog things?

Read until you find the answer to each question.

1. How did Britney's collection begin? _____

2. What does Spike eat? _____

3. What are some of Britney's hedgehog things? _____



Call the student's attention to the word *hedgehog*. What does the student notice about the sound of the g's?

hoarder: a person who saves and stores things away

If your student does not know the meaning of *hoarder*, model how to look it up in the dictionary. Read the meaning and then put it into language your student can understand.

Choose a reading method that suits your student's development. If the student is capable, let him or her read silently to find the answer.

Read "Magnet Minder" to find the answers to these questions:

- Where does Stephanie keep her collection?
- What are some of the magnets she has collected?
- How are her magnets useful?

Find the word fridge in the story. What do you notice about the g? Tell your home instructor.

Read until you find the answer to each question.

4. Where does Stephanie keep her collection?

5. What are some of the magnets she has collected?

6. How are her magnets useful?

Ask the student to tell you about the sound of the *g* in *fridge*. Also ask, "What letter comes after the *g*?"

Encourage the student to reread if he or she can't locate the information.



Stephanie's collection helps her remember the past. She can look at her magnets and think about all the places she has been. They are useful too because some of them have phone numbers. These are only a few of the types of collections people keep.



a collection of teddy bears

Discuss a holiday or a special place that the student has visited.

Cut a piece of poster board that is an appropriate size to glue on the clothespin, about 6 cm by 4 cm.

Make a Fridge Magnet

Think about a special place that you have visited. Have you gone on a vacation? Have you gone to a special place to eat? You can make your own magnet to remind you of that special place.



Find your small magnets, a clothespin, and craft glue.

If you saved anything from your special place, find that too. If you went to the ocean, for example, you may have saved a seashell. If you went to the mountains, maybe you saved a shiny rock. If you didn't save anything, draw and colour a picture of your special place on a small piece of poster board.

Glue your item(s) or picture on one side of the clothespin. Glue two small magnets on the opposite side. You can use the fridge magnet to decorate your fridge and hold lists or notes too!



I'm going to make a fridge magnet that reminds me of skiing in Jasper.

Spelling

Reading and spelling words with a c or a g can be tricky.

How can you tell when the c or g will make the soft sound?

When c is followed by e, i, or y, it usually has the soft sound.

When g is followed by e, i, or y, it usually has the soft sound.

Look at this word: **carriage**

7. What letter comes after the g? _____

The g is followed by an e. The g makes the sound of j in this word.

Read the word to your home instructor: **carriage**



Many kinds of carriages

8. Put a check mark behind all the words that have the soft g or soft c sound.

call	hedgehog
once	actor
page	celery
face	fridge
o'clock	jug
Canada	sunglasses
grace	cancer
cell	gym

When you are spelling a word with a soft c or a soft g sound, remember that an e, i, or y will come after the c or g.



9. Your home instructor will say some sentences. Write the whole sentence. Remember to check for the e, i, or y after soft c or soft g.



Find the dictation sentences in the Daily Summary in the Home Instructor's Guide. Read each sentence slowly and then repeat it one more time. The student writes the whole sentence.

You may also make up simple sentences for the challenge words. Do not make the sentences too long or complex.



Go to your Phonics book. You will work with soft g and soft c words.

Do pages 13 and 14. Use the rules to help you remember when the g and c will have the soft sound.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Getting Ready for Your Interview



Take out your interview questions.

Read your interview questions to your home instructor to practise. Your home instructor will talk to you about how to do an interview.

Interview Time

When you are ready, do your interview. If you can't visit the person, do the interview over the phone. Record the answers in the way that you have chosen. Remember to listen carefully for the details.

Keep the information from the interview in your Course Container or Writing Folder. You will write a report another day.

Story Time

Enjoy a story with your home instructor.

See the Daily Summary in the Home Instructor's Guide for discussion ideas. Be sure your student understands that he or she must ask the questions, listen to the answers, and record them in some way.



Looking Back

Today you did an interview. Did you find all the information you wanted to? What did you learn that you didn't know before? Did anything you found out surprise you?

Journal Entry

My great-granny told me some funny and interesting stories about life when she was little.



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

hoarder: a person who saves and stores things away

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Day 8

Researching the Past

In the last few days you have learned a lot about your community. On Day 7 you interviewed someone to find out about the past. Today you will listen to a story about a little girl who lived long ago and hear how things changed over one person's lifetime. You'll have a chance to choose another way to research the past.

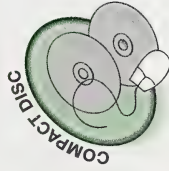


Getting Started

Did you get lots of information from your interview? Were there any questions your interview subject couldn't answer? Which questions would you like to know more about?

Today you will find out about your community when it was first settled. How could you find out about your community when it was first settled? You could begin by listening to a story.

"Pettranella"



Take out your *Grade Three Thematic Audio CD*.



Listen to the story of a little girl named Pettranella. She was a young pioneer who moved to Canada long ago. Think about what Pettranella's community in Canada was like.

1. How did Pettranella's family travel?

Discuss the questions. Encourage your student to think of specific ways to find out about your community when it was first settled.

The story is on Track 1 of the CD.

If your student does not know the answers to the questions, go back to the beginning of "Pettranella"¹ on the CD. Ask the student to listen for the answers to specific questions.

The interview is on Track 2 of the CD.

2. What was Pettranella's new home like?

3. Why did the family plant a garden?

4. What happened to Pettranella's flower seeds?

Now listen to the interview after the story. Learn about how things have changed in one person's lifetime.



¹ Excerpt from *Pettranella*. Text copyright ©1980 by Betty Waterton. First published in Canada by Groundwood Books/Douglas & McIntyre Ltd. Reproduced by permission of the publisher.

Researching the Past

A good researcher uses more than one way to find information. Find out more about your community when it was first settled. Choose another way to research.

To discover more about your community, you could

- visit a local museum or historic park
- visit someone with a collection of things from the past
- find and read non-fiction books about your community's past
- look on the Internet for facts about your community
- check newspapers or magazines from long ago
- look at photos or movies from the past
- make up a **survey** and ask several people to complete it

Your home instructor will help you choose a way to research.



See the Daily Summary for suggestions on choosing a research method.

survey: a set of questions to be answered by several people

This section is designed to teach your student how to take notes from written, oral, or visual material.

If it is necessary, have your student review how to read for information (Day 6).

Research Notes

Before you start researching, you need to plan again. This time you will use a chart to help you remember what to look for. The chart can be used to take notes.

Find both pages titled Research Notes in the Appendix of this Student Module Booklet and remove them.

Pretend you are at a museum doing your research. You want to find out facts about homes in the past. You are looking at a model of a log cabin. Read the card with the display.



Log Cabins

Settlers in this area constructed their homes from trees. They sawed logs and notched the ends. The cracks between the logs were stuffed with moss.

5. What information could you put on your chart?

When you do research, you do not need to write complete sentences. Take notes by writing a few of the most important words.

You can write notes about the log cabin under the topic “Homes.”

Research Notes

Food	Clothing	Services	Homes	Schools
			log cabins <ul style="list-style-type: none">• made of logs• notched ends• moss in cracks	

Encourage the student to select one or two key words and write them down. This prevents students from copying whole sentences or paragraphs verbatim when reports are written.

Find the book *Carving New Frontiers*. Turn to "A Pioneer Child's Day." Read page 14. Don't show the pictures yet.

Show your student the pictures in the story.

You listened to an interview and learned that you can listen for information. Practise listening for facts and taking notes.

Your home instructor is going to read part of a story to you. Listen to find out what the pioneer child wore.

6. What did the pioneer child wear? _____



7. What topic would you put that under on the chart?

Looking at pictures can give you information too.

Look at the pictures in the story "A Pioneer Child's Day." What do you notice about the clothing?

8. The girls and women wear _____

9. The boys and men wear _____

What words could you write under "Clothing" on your Research Notes page? Do that now.

Later today you will do more research.



Put your Research Notes pages in your Writing Folder.

Spelling

On Day 9 you will have a spelling test. Today is your last day to practise your spelling words. Look back to the pre-test on Day 1.

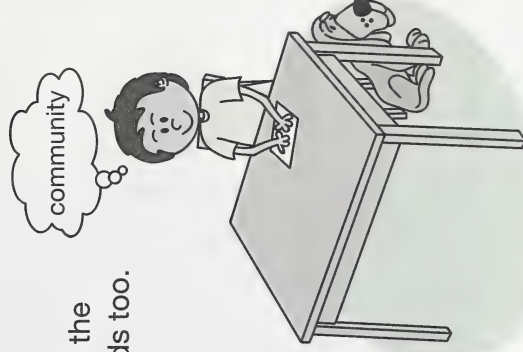
Use the look, cover, spell, and check method to practise all the spelling words one more time. Practise your challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



If your student needs additional practice to master the spelling words, choose an activity from pages 19 and 20 of the Home Instructor's Guide.

Phonics



Go to your Phonics book to do more work with c and g.

Do page 15. Use what you know about the sounds of c and g to help you read the words and sentences to your home instructor. Then do page 16.

When the student has completed page 15, ask that the words and sentences be read aloud to you. Be sure the student is applying the soft c and soft g rules.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

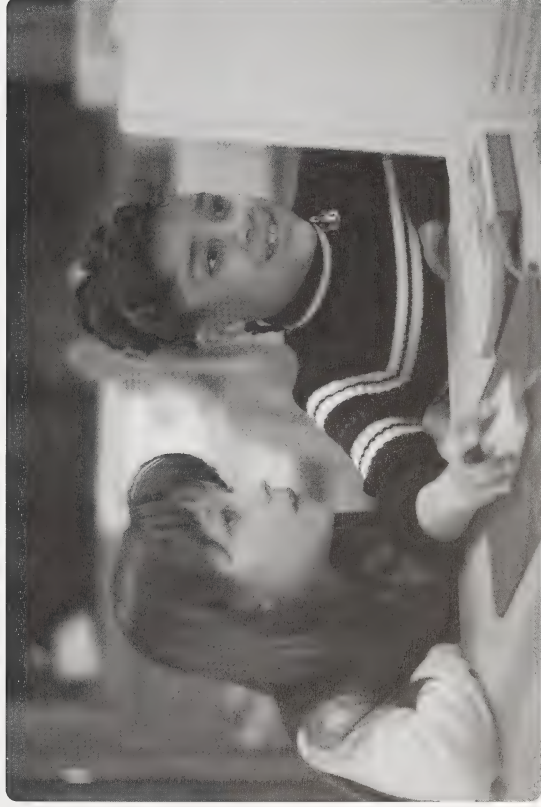


Research Time



Take your Research Notes pages out of your Writing Folder.

It's time to research your community's past when it was first being settled. The people who first settled in Canada were called **pioneers**. Record any information you find about pioneer days on your Research Notes pages. Have fun researching!



Your student will need support and direction as the research is attempted. Depending on the method of research you have chosen, you may need to help the student locate the information and read it to him or her. The student can write the notes—one or two words—under the correct topic.

pioneer: a person who starts a new settlement or community

Looking Back

Today you were a researcher. Did you find all the information you wanted to? Did anything you found out surprise you? Did you enjoy learning about your community when it was being settled?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

pioneer: a person who starts a new settlement or community

survey: a set of questions to be answered by several people

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Day 9

My Community in the Past

Are you ready to use all the information you gathered to write about pioneer days? It will be a big job to put that information together!

Today you'll finish the first half of Module 1. You will have a chance to look back and think about some of the things that you did in this module.



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Getting Started

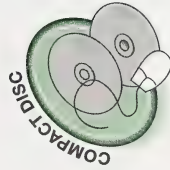
How did you do on your research? Did you find information about each of the topics? Was it easy or difficult to find the information you needed? Tell your home instructor.

My Community in the Past

You probably found out a lot of facts about your community in the past. Now it is time to organize and think about what you have learned. The first step is to add the information from the interview you listened to on Day 8 to your research notes.



Take out your Research Notes pages and the information you gathered.



Take out your *Grade Three Thematic Audio CD*.

Listen carefully to the interview on Track 2 of the *Grade Three Thematic Audio CD* for more information. Add any new information to your Research Notes chart.

Discuss the questions with your student.

Play Track 2 of the *Grade Three Thematic Audio CD* for the student. At each new fact, stop and help the student add it to the Research Notes pages.

Your student will read aloud the notes from the food column.

Now look back at the information in each column. Look at the column that lists food. Read the notes about food to your home instructor.

1. How did the people in this community get their food long ago? Did they buy, collect, hunt, or grow most of their own food?

You may have learned that wild berries, such as saskatoons, strawberries, raspberries, or cloudberryes, were picked. Deer, grouse, or rabbits were often hunted for meat. Vegetables, such as corn, turnips, and potatoes, were grown in the garden. Brainstorm ideas with your home instructor and add any other information you know to your Research Notes chart.



Look at the column that lists homes. Read the notes to your home instructor.

2. Did you find that log cabins, sod houses, longhouses, or teepees were used as homes?

Talk to your home instructor and add any other types of homes you know about in the area.

Look at the “Clothing” column. Read your notes to your home instructor.

Discuss the questions below with your home instructor:

- How do you think the clothing worn in the past differed from the clothing that you wear today?
- What cloth was used for the clothes? Was most of the clothing bought in stores or made at home? Why? Was the clothing more or less comfortable than the clothing that you wear today?
- Was the winter clothing worn then as warm as the winter clothing worn today? Were buttons or zippers used?

Add any new information to your Research Notes.



Your student will read aloud the notes from the clothing column.

Discuss the clothing questions.

Your student will read aloud the notes from the travel column.

Discuss the questions. Ask why the student thinks it was done that way.

Look at the "Travel" column. Read the notes to your home instructor.

3. Were the ways of travelling faster or slower than today?

Talk to your home instructor about the types of transportation that were used in the past.

Was different transportation used in winter and summer?

Was country transportation different than the transportation used in the towns and cities?

How did students get to school?



Look at the “Schools” column. Read your notes to your home instructor.

4. Were most schools long ago large or small?

Discuss the questions below with your home instructor:

- Why do you think most of the schools were small and had all the grades in one room?
- Do you think there was much playground equipment?
- Why do you think students often had to share books?

You will begin your report later today.



Your student will read aloud the notes from the schools column.

Discuss the questions.

Continue discussing each of the topics with your student. Extend his or her knowledge as much as possible. Add any new information to the chart.

See the Home Instructor's Guide for words and instructions.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 1A. Do Assignment 8: Spelling Test.

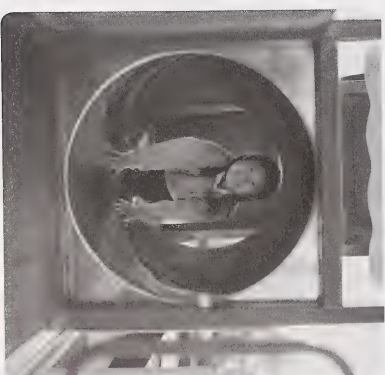
When you use these words in your writing, make sure they are spelled correctly.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Writing a Report

You have gathered a lot of information about your community in the past. Today you will start making a booklet to show your teacher what you have learned. You will work on this booklet over the next two days.



Take out unlined paper and pencil crayons or markers.

You may use a computer to write your report or you may print neatly by hand. (Skip the next two pages if you plan to use a computer.)



Help the student compile a sufficient number of pages for the booklet.

If you write the report by hand, do the following:

- Make a cover page first. Write the title *My Community in the Past*. Draw a picture on the cover page. Write your name and the date.
- You will use one page for each topic. Look at your notes. Think about how you can put the important information into sentences.

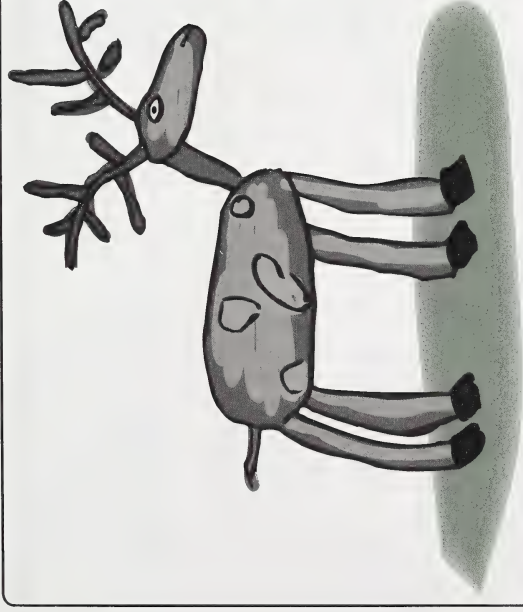
Food	
corn	
deer meat	
saskatoons	

For example, you could write sentences like this:

Long ago people ate berries that they gathered. They often hunted animals for food. They grew things like corn and beans in the garden.

- Write the sentences on your page. Use your best printing.

- Draw a picture to go with the sentences. Here's an example:



Long ago people ate berries that they gathered. They often hunted animals for food. They grew things like corn and beans in the garden.

- Do the same thing for each topic on your Research Notes pages.
- Do as many pages as you have time for today. You will have time to finish the other pages on Day 10.
- Put your completed pages in your Writing Folder.



Follow these instructions if you are using a computer to write your report.

- Find the word-processing program on your computer. Ask your home instructor to help you if you need to.
- Make a cover or title page first. Type *My Community in the Past*. If you know how, you can use a fancy font to make the title. Remember to put your name and the date on the cover page.
- You will use a new page for each topic. Look at your notes. Think about how you can put the important information into sentences.
- Type the sentences onto your page.
- Use spell check to check the spelling. Print the page.



- Draw a picture to go with the sentences.
- Do the same thing for each topic on your Research Notes page.
- Do as many pages as you have time for today. You will have time to finish more on Day 10.
- Put your completed pages in your Writing Folder.



Go to Assignment Booklet 1A. Do the Student Learning Log.

See the Home Instructor's Guide for instructions on guiding your student through the first Learning Log.

Your home instructor will help you gather everything you need to send to your teacher for Module 1A.

Story Time

Enjoy a story with your home instructor.



Use the Items to Submit checklist at the back of the Assignment Booklet to help your student gather the assignments.

Looking Back

Do you think you would have liked living in your community long ago? Why or why not?

Did you find it easy or hard to write your report? Did using your notes make it easier? Did you have enough information?



Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 1A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 1A to the teacher.

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Module Summary

Congratulations! You have made a good start on your grade three work!

In this part of the module you learned

- about maps, directions, and map legends
- how to use a Contents page
- how to plan for writing and research projects
- about your community in the present and the past
- how communities and families change
- how to listen and read for facts and make notes about the facts you found



Grade Three **Thematic**



Module 1A:
Appendix

Research Notes

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Research Notes

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